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ABSTRACT

The bibliography contains 94 English language annotations of newspaper articles and government publications about education in selected North African countries. Most of the entries were published during the period July-September 1976. Organized by country, the bibliography presents sources relating to educational philosophy and theory, teacher training, teaching methods and aids, special education, agricultural education, and structural organization of all levels from primary through higher education, including vocational education. A list of periodical sources concludes the document. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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MOROCCO
TUNISIA

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Prepared by Azzedine Azzouz
with the assistance of
Margaret Duggan Saïdi
Khayati Khédija

PREFACE

Combatting illiteracy, preparing an often isolated youth little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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ALGERIA

Philosophy and Theory of Education

1. "Concrétiser la démocratisation de l'enseignement" (Making democratic education a concrete reality). El Moudjahid, September 12, 1976, p. 3.

The 1976-77 school year is the year of the birth of the fundamental, authentically Algerian school. The promulgation of the bill organizing education and training creates a break with the period so far prevailing, and aims at the diffusion of a democratic and national education to all Algerian children. The institution of the fundamental school is the main axis of this reform, the aim of which is to make education truly universal, to adapt it to the requirements of Algerian economic and social development and to ensure it real effectiveness.

The experience of previous years has revealed the existence of several factors of constraint. The minister of primary and secondary education notes that there is at present, despite all the efforts that have been made, an inadequacy of the material substructure and of the teaching staff.

These two factors place an objective limit on the effective democratization of education, since the school cannot offer more places than it has. Thus there is a de facto selection, sometimes severe, which makes examinations real competitions.

Educational Organization

2. "Arrêté créant le brevet d'enseignement moyen (BEM)" (Bill creating the certificate of secondary technical education). Journal Officiel de la République Algérienne, July 2, 1976, p. 649.

The examination for the certificate of secondary technical education created by the law of February 10, 1972, includes written tests conforming to the programs of the classes of general or polytechnical secondary education, and a physical education test.

The "general instruction" option includes a single series.

The "polytechnical instruction" option includes four: sciences applied to the economy, and sciences applied to life in society.

3. "Constructions scolaires. La Wilaya d'Alger et la DNC-ANP lancent un pari sur l'avenir" (School constructions. The Wilaya of Algiers and the DNC-ANP make a bet on the future). El Moudjahid, July 7, 1976, p. 2.

A press conference was held on the theme of the school construction program for secondary and secondary technical education in the wilaya of Algiers.

In a speech, Mr. Ouared, Director of Education and Culture of the local authorities of the wilaya of Algiers, emphasized the fact that Algiers "is going through a delicate period which puts it on the verge of a rupture of equilibrium with respect to the capacities of the school establishments in the area. The difference between the school needs and the capacities means that the wilaya of Algiers has the sad privilege of having the lowest coefficient of consideration of the national average."

4. "Plus de 6200 élèves à la prochaine rentrée scolaire de la Wilaya de Saida" (Over 6200 students at the beginning of the next school year in the wilaya of Saida). El Moudjahid, July 7, 1976, p. 3.

For five years now, an experiment has been carried out in the various regions of the wilaya of Saida which has been exceedingly enriching. The experiment falls within the overall process of school enrollment and training, its results are more than satisfactory.

The situation expresses the strong interest the educational authorities take in the children of this wilaya. It also expresses the satisfaction they have drawn this year from the results recorded on the various school examinations.

Of the 261 candidates for the various baccalaureate series, 183 (or 70.11 per cent) passed the examinations for entry into the first year of secondary technical instruction. Out of 4,167 candidates, 2,310 succeeded, and for the tests for the certificate of secondary technical education, 739 students were admitted out of the 1,245 candidates, for a percentage of success of 58.55 per cent.

5. "Coopération algéro-egyptienne en matière d'enseignement" (Algerian-Egyptian cooperation in education). El Moudjahid, July 16, 1976, p. 3.

The reinforcement of the relations between Algeria and Egypt in education and culture, and the improvement of the situation of Egyptian cooperants working in Algeria, were at the center of discussions between the Algerian minister of primary and secondary education and his Egyptian counterpart.

During a meeting they decided that an Egyptian delegation would go to Algeria at the invitation of that country to finalize the new agreement for technical and administrative cooperation signed between the two governments.

6. "Rentrée scolaire 1976-77. Sept nouveaux groupes pour l'APC d'Alger" (New school year 1976-77. Seven new groups for the Algiers APC). El Moudjahid, August 1-2, 1976, p. 2.

Despite large investments made by the government in school construction, there continues to be a serious delay in this sector, the main cause of which lies in the inadequacy of the means of achievement. This cumulative delay, while it has fallen since last year, nevertheless remains a cause for concern. The urgent procedure launched by the wilaya of Algiers and the DNC-ANP for the construction of 118 secondary technical schools in five years should make it possible to solve the problems at the level of technical education and a part of those noted in primary aducation, since a certain number of primary schools have been reassigned to secondary technical education.

7. "Rentrée scolaire. Préparatifs à Saida et Tlemcen" (New school year. Preparations in Saida and Tlemcen). El Moudjahid, August 29, 1976, p. 2.

A number of meetings were held recently in various regions of these wilayas devoted to the next school opening, which is planned for September 10. The meetings were oriented particularly towards the material preparations and the situation of the school facilities of each region.

This year, the wilaya of Tlemcen will have five new establishments of secondary and secondary technical education, undertaken under the second four-year plan.

Elementary schools will take in approximately 53,000 students in the wilaya of Saida.

8. "Rentrée scolaire 76-77. 3,342,000 élèves prennent le chemin de l'école" (1976-77 school year. 3,342,000 students go back to school). El Moudjahid, September 10-11, 1976, p. 1.

In a press conference, the minister of primary and secondary education traced the advances made by Algerian schools and expressed the importance of the beginning of the 1976-77 school year.

Beyond the quantitative results, which in themselves are impressive since 3,342,000 students are attending secondary schools this year, there has been a qualitative improvement in organization and the instruction itself.

The greatest innovation in Algerian education has been the "fundamental" school, a nine-year program which is being put into effect throughout the country this year.

Thus the 532,300 pupils going to school for the first time this year will be assured of an education up to the age of 16.

While emphasizing the revolutionary nature of this measure the minister of primary and secondary education also pointed out another fundamental aspect of the new school year. This is the suppression of the private schools, a measure designed to unify the educational and training activities in the country.

9. "Oran" (Oran). El Moudjahid, September 10-11, 1976, p. 2.

In the wilaya of Oran, 179,524 students are going to school today.

The department of education and culture of the wilaya of Oran shows 35,126 students enrolled in the different school establishments of the wilaya:

23,500 in elementary schools,
9,196 in secondary technical schools,
2,450 in secondary schools.

Various new secondary technical schools have now reinforced the school substructure of the wilaya. Added to these are the private establishments which have been integrated into the public school system by ministerial decree; they include 4 secondary technical schools with a capacity of 2,162 places, four primary schools attended by 2,438 students, and one CET of 400.

10. "Tiaret" (Tiaret). El Moudjahid, September 10-11, 1976, p. 2.

More than 15,000 new students are going to school this year, in addition to the 80,000 already enrolled, in the wilaya of Tiaret. But while the 1976-77 school year is beginning auspiciously for the elementary and secondary technical cycles, there risks being a delay for the students of the secondary cycle in certain chief towns such as Frenda, where the new 600-place CEM to be used this year as a lycee has not yet been completed. This delay, which accumulates from one year to the next, in the construction of school facilities, is obliging the educational authorities of the wilaya to resort to interim solutions for the 1976-77 year.

11. "Rentrée scolaire 1976-77, l'an 1 de l'Ecole fondamentale" (1976-77 school year. Year 1 of the fundamental school). El Moudjahid, September 12, 1976, pp. 1 & 3.

Hundred of thousands of children have now started school. The first day of school, which as usual was minutely prepared long ahead, differs this year from those of preceding years in and unprecedented increase in numbers, and in the institution of the 9-year fundamental school which will make it possible for all children to pursue their normal, obligatory education to the age of 16.

While it is true that the Algerian schools will now take all children regardless of their social condition, there are nonetheless problems. The most important is incontestably the insufficiency of facilities and of teachers.
This is a direct consequence of the universalization of education, which is now incompatible with an instruction of an elite which would inevitably eliminate children belonging to disadvantaged strata.

Educational organization - Secondary education

12. "Sous la présidence du Chef de l'Etat. Remise des prix aux lauréats du bac" (Presided over by the Head of State. Awarding of prizes to baccalaureate-holders). El Moudjahid, July 9, 1976, p. 1.

President Haouari Boumediene presided over the ceremony of the awarding of prizes of encouragement to those obtaining the best mentions on the baccalaureate examinations in Algeria.

For general and technical education, out of a total of 23,053 taking the examination, 14,463 passed this year, as against 8,890 last year. This represents a rate of success far surpassing that recorded in 1975.

There were 11,621 candidates enrolled in schools, and 2,841 "free" candidates. The rate of success for the first was 50% and for the second 30.94 per cent.

The participation of the successful candidates in the different series was as follows:

- letters: 5,542
- sciences: 5,650
- mathematics: 1,666
- mathematical techniques : 217
- technician's baccalaureate: 1,025.

13. "Enseignement. Aux termes d'un accord DNC-ANP, wilaya d'Alger. Construction de 118 établissements d'enseignement moyen et secondaire avant 1980" (Education, Under the terms of a DNC-ANP agreement, wilaya of Algiers. Construction of 118 establishments of secondary and secondary technical education before 1980). El Moudjahid, August 27-28, 1976, p. 2.

An agreement has been signed for the construction in the wilaya of Algiers of 118 secondary and secondary technical establishments. The agreement, signed between the wilaya and the national bureau of cooperatives of the People's National Army, will amount to some 19,618,300 dinars.

It enters into the framework of the urgent plan aimed at improving education in the wilaya.

According to the predictions of the wilaya of Algiers on the basis of statistics and the educational situation in the wilaya, the program plans:

- 99 secondary, secondary technical and technical establishments of a capacity of 800 students each;
- 5 establishments of a capacity of 600 students each;
- 6 establishments of secondary education of a capacity of 1,000 students each;
- 8 "technicums";
- 2,800 lodgings for teachers.

14. "Oued-Rhiou. Un lycée de 1000 élèves ouvert prochainement" (Oued-Rhiou. A lycee for 1000 students will open soon). El Moudjahid, August 27-28, 1976, p. 2.

A lycee with a capacity of 1000 students, built within the framework of the special plan granted to the daira of Oued-Rhiou, will open at the beginning of the next school year.
This new establishment will take students from a neighboring daira as well as those of Oued Rhiou itself.

Educational organization - Vocational education

15. "L'école des Cadets de la Révolution d'Oran deviendra un lycée technique" (The school for cadets of the revolution of Oran to become a technical lycee). El Moudjahid, July 1, 1976, p. 2.

The school for cadets at Ain Beida (Oran), which was the site of a graduation ceremony for 35 students awarded the certificate of mastery, has just been promoted to the rank of a technical lycee for cadets of the revolution; its aim will now be to train young baccalaureate-holders in the different technical branches.

According to the authorities of this establishment, all possible material and human means will be mobilized in the next school year to make this new school a success.

Educational organization - Higher education

16. "Sortie de la 9eme promotion de l'ENA. 84 promus reçoivent leur diplôme" (Graduation of the 9th graduating class of the National School of Administration. 84 graduates receive their diplomas). El Moudjahid, July 2, 1976, p. 1.

The graduation ceremony for the students of the 9th graduating class of this school was held under the presidence of the Algerian minister of the interior.

The class is composed of 84 degree-holders, 37 in the general administration section, 17 in financial economy, 15 in the legal section and 15 in the diplomatic section.

17. "Ecole des travaux publics de Dar-el-Beida. M. Zaibek préside la sortie d'une promotion de 76 ingénieurs" (School of public works of Dar-el-Beida. Mr. Zaibek presides over the graduation of 76 engineers). El Moudjahid, Judy 8, 1976, p. 2.

M. Abdelkader Zaibek, Minister of Public Works and Construction, presided over the graduation ceremony for 76 new engineers.

This class, the seventh to graduate since 1968, includes polyvalent engineers capable of ensuring functions in urbanism and general planning, construction, transport facilities, and hydraulic plannings.

The instruction, which includes both theoretical and practical training, makes it possible to train immediately operational engineers in a period of five years.

18. Journal Officiel de la République Algerienne, July 16, 1976, p. 682.

This official gazette contains the text of a bill of January 12, 1976, creating a department of dental surgery at the Institute of Medical Sciences of the University of Constantine.

19. Journal Officiel de la République Algérienne, July 16, 1976, p. 683.

This gazette contains the text of a bill of January 27, 1976, creating an institute of civil engineering and an institute of mechanical engineering at the University of Science and Technology of Oran.

20. Journal Officiel de la République Algerienne, September 12, 1976, p. 868.

A bill has been passed organizing a competition for access to studies for the "licence" (roughly, bachelor's degree) of teaching of applied sciences and technology.

During the first week of September 1976, organized by the Higher Normal School of Polytechnic Education, there will be a session of examinations acceptance for studies with a view to the "licence" in education in applied sciences and technology. All candidates who have completed the third year of scientific secondary education may present themselves for this examination.

21. Journal Officiel de la République Algérienne, September 15, 1976, p. 876.

A bill has been passed listing the departments of the Physics Institute of the University of Constantine.

The Institute will include the following departments:

- a department of technology,
- a department of solid-state physics,
- a department of general physics.

22. Journal Officiel de la République Algérienne, September 15, 1976, p. 876.

This gazette gives the text of a bill organizing a competitive entrance examination for studies leading to the diploma of veterinary doctor.

The examination will be held simultaneously at three centers, in Algiers, Oran and Constantine, and may be taken by those having finished the third year of scientific secondary education.

23. Journal Officiel de la République Algérienne, September 15, 1976, p. 877.

The text of a bill setting the means of access to secondary education for those holding the technician's diploma.

Those holding technician's diplomas issued by the ministry of primary and secondary education may undertake directly studies with a view to the "licence" of teaching in applied sciences and technology, to be prepared at the Higher Normal School of Polytechnic Education.

Those with the technician's diploma entering higher studies in application of article 1 above shall follow an additional instruction bearing on mathematics, physics and chemistry.

Agricultural Education

24. Journal Officiel de la République Algérienne, September 15, 1976, p. 877.

This is the text of a bill creating a center of agronomic studies and research (C.E.R.A.G.).

The center is to be set up at El Harrach, and its mission is to carry out research aimed at the development of agricultural production within the framework of a research plan approved by the ONRS.

It is to act as a center of scientific documentation on agronomy, and will take cognizance of all research effected by public or private organisms within the agricultural field. It will also carry out any research which may be entrusted to it by the national organism for scientific research and by the ministry of higher education and scientific research.

LIBYA

Educational organization

25. El Fajr el Jedid, July 5, 1976, p. 2.

The minister of education cites in this article certain statistics comparing the educational situation before and after the September Revolution. Before the revolution, 79,823 students were repeating years in the primary schools. The first year of primary school included 96,000 enrollments aged between 7 and 10, although neither classrooms nor teachers had been planned for such a large number.

The revolution, says the minister, has efficiently solved these weaknesses. There are now 571 thousand primary school pupils, a figure which represents a very large proportion of the population.

26. The school building problem in Libya.

A conference on education held in July 1976 was the first such conference to have raised the problem of school buildings as a function of the Libyan development plans, in order for schools to be a practical and workable tool in the cultural revolution and all it requires in the way of reforms of the pedagogical programs and processes of the country.
This conference enters into the framework of the general educational planning of the country, the essential aim of which is to promote education and make it available for all citizens throughout the country, by setting up modern schools meeting all hygienic conditions.

27. El Fajr el Jedid, July 8, 1976, p. 1.

The Council of the Commandment of the Revolution and the Council of Ministers studied, at their fourteenth meeting, a memorandum presented by the Ministerial Committee concerning the orientation of education, in application of the recommendations of the General Congress of the People. Within this framework, a law has been promulgated organizing Institutes of Higher Technical Studies. A decision was also made to modify the bill concerning technical education with a view to reducing the duration of studies in technical and secondary technical education to three years.

28. Committee for the preparation of the Celebration Knowledge, El Fajr el Jedid, July 26, 1976, p. 4.

Dr. Mohamed Cherif, Minister of Education, has recommended that the preparatory committee for the Celebration of Knowledge honor the "Koranic Scholars" in conformity with the measure taken by the Council of the Revolution pertaining to the assimilation of Koranic scholars into the universities. They are recruited from among those graduating before 1952 as follows:

Those with university diplomas shall be assimilated to higher degrees such as magister in recognition of their seniority in the scholarly world.

Those with diplomas equivalent to university pedagogical diplomas.

Those without diplomas shall be assimilated to the middle-level categories.

29. Brief meeting concerning education, El Fajr el Jedid, July 28, 1976, p. 3.

This article contains a declaration by Fredj Miled, head of the People's Committee of Inspection of the Educational Services in Maslata.

Comparing the educational services and their level in this region with those before the September revolution, we note a great difference — every citizen can observe this. In 1969, the city and its suburbs had 15 primary schools, attended by 2,639 pupils taught by 150 teachers. In 1975, the number of schools had risen to 53, in addition to a lycee and a normal school. They were attended by 5,993 boys and 1,597 girls, and the number of teachers had risen to 454.

30. 6,000 students in the schools of Joffra. El Fajr el Jedid, August 1, 1976, p. 3.

The Joffra sector has 187 classes, composing the primary, technical, secondary, Koranic and normal schools These schools are attended by 5,888 students; 4,717 are in the primary schools, 1,025 in the technical cycle, 110 in the secondary cycle, and 36 girls attend the normal school for girls.

School activity in its sports, cultural and social forms is having its effect on the development of the students' aptitudes. Despite its limited possibilities, El Joffra participates in all the country's competitions, and shows good results. The sector nonetheless suffers from the out-datedness of certain classrooms and from a delay in the construction of new school buildings.

The director of the school of Zella is calling for the delivery of school books in advance, and asks that the teachers arrive on time in the morning, so as to encourage the students in their attendance.

31. Camps extend education. El Fajr el Jedid, August 28, 1976, p. 3.

The camps of the Cultural Revolution, organized by the educational services in most cities of the Libyan Republic, have reached the aim for which they were created — that is, the initiation and edification of young people. The youth camps are considered as an extension of the school with respect to education, the acquisition of knowledge. In addition they enable young people to avoid making wasteful use of their free time during the summer vacation. The only criticism is the shortness of the camp — parents would in future like it to extend over a longer period.

32. Facts and figures concerning education. El Fajr el Jedid, September 8, 1976, p. 3.

The educational sector is usually classed among the services rendered to the citizens, but in fact it is an integral, important and essential part of the national plan for development.

Through education and instruction we construct the man, who tries to know his environment and to exploit it to construct his physical, individual and social being in the United Arab Republic.

The September Revolution has made considerable progress, as it has made of education a right and a duty for Libyan citizens, whoever they may be. The number of students has increased since the revolution from 313,397 to 710,488.

33. Some truths. El Fajr el Jedid, September 15, 1976, p. 6.

The number of students entering the first year of primary education is over one hundred thousand this year. According to the statistics of the ministry of education, 546,757 girls and boys are enrolled in the primary schools.

Since the revolution, the Ministry of Education has tried to provide a modern school construction. No child is refused a place in school. The revolution has even gone so far as to decide that education should be obligatory until the level of the secondary technical cycle.

34. Creation of a high commission for scientific research. El Fajr el Jedid, September 18, 1976, p. 3.

Although legislation concerning the organization of scientific research is still in the study stage, and although there is no central service or administrative organization grouping all scholars in an academy of scientific research, scholars have always been used to make life evolve, to promote the resources of the people, whether it be in the domain of conception, execution, in agriculture, or industry, in the economy or in the various services.

Thus there are now plans to create a high commission to supervise scientific research, to coordinate it and to relate it to the general plan for development.

35. 19,324 students in the different educational cycles at Zliten in 1976. Cultural Week, no. 228, October 22, 1976, p. 2

The total number of primary school students in the region of Zliten for the year 1976 is 15,371, in 88 primary schools which have 633 classrooms.

The 15 schools (136 classrooms) of secondary technical education are attended by 2,976 students, and the secondary schools, numbering 3 lycees with 17 classrooms, are attended by 356 students. There are three normal schools with 23 classrooms, attended by 621 students.

36. 43,540 students in Masrata. El Fajr el Jedid, September 27, 1976, p. 2.

There has been a great extension of education in Masrata since the revolution. The number of secondary establishments has doubled during the past few years, and there are now 43,540 students in the various cycles, attending 1,524 classes under the direction of 2,022 teachers. The number of students before the revolution did not exceed 15,000, and there were no more than five post-primary establishments.

This is an indication of the interest the revolution takes in the diffusion of education among the children of the people, building new schools for the different cycles of education in all regions, so as to put the services within reach of everyone.

37. The new school year. El Fajr el Jedid, September 29, 1976, p. 6.

For the first time, the people's committee of inspection of the educational services is preparing itself before the beginning of the next school year, setting up its committee for planning and for study of requirements.

The committee has made a general census of the schools of the region in collaboration with the school directors, the members of the people's congresses, using a census of the needs in teachers and in facilities.

Mr. Belgacem Denna, head of the Tripoli unit, has declared:

In the light of this census, we have distributed the teachers assigned to the inspection in the primary cycle. We have begun to distribute the teachers of the middle cycle and we are awaiting the results of the second session of the normal schools to make up any inadequacies.

Educational Organization - Secondary Education

38. Good results in secondary education. El Fajr el Jedid, July 7, 1976, p. 3.

The first evaluations of the English examinations already corrected are positive. In natural history, over 80% of the examinations have been corrected, and the rate of success in this subject seems high. As for Arabic, over 5,000 papers have been corrected, and the number of successes here too is very high.

The results for chemistry are satisfactory, those for mathematics are average.

Such are the first, general impressions gleaned from the daily work of the committees for correction of the examinations. Optimism is widespread among the correctors.

Educational Organization - Vocational Education

39. Law concerning Agricultural and industrial technical education. El Fajr el Jedid, July 19, 1976, p. 2.

Agricultural and industrial technical education is organized at the secondary school level. The diploma-holder should reach a scientific and professional level enabling him to fulfill the functions for which this type of instruction prepares him. The duration of the studies sill be three years. The Council of Ministers can organize an instruction at a higher level. The Minister of Agriculture and of Agrarian Reform, the Minister of Industry and Mining Resources, are responsible for the execution of the present law, which will take effect as of the beginning of the 1976-77 school year and which will be published in the Official Gazette.

40. Vocational training . . . and the development of capacities and aptitudes. El Fajr el Jedid, July 31, 1976, p. 3.

The vocational training center of Khoms, which includes modern facilities and machines and other technical means put at the disposal of the educational program, is considered as a very important achievement.

It was opened on June 1, 1976. The facilities cost 337,000 dinars. Eighty young people attend the vocational education courses. Their enrollment is dependent upon the following factors :

- good conduct,
- an age of over 16 and less than 35,
- a certificate of primary studies,
- good health.

Each candidate must go through an interview before being accepted.

Educational Organization - Higher Education

41. Graduating classes of the Unviersity of September First. El Fajr el Jedid, July 15, 1976, p. 8.

A diploma of the degree "magister" in education has been awarded and a ceremony was held in honor of the members of the teaching staff who have obtained the grade of professor.

An authorized source at the Commission of Ceremonies has told the newspaper that the distribution of the graduates is as follows:

76 students of the Faculty of Agronomy,
82 students of the Faculty of Engineers,
17 students of the Faculty of Petroleum Engineers and Mineral Engineers,
71 students of the Faculty of Sciences,
152 students of the Faculty of Educational Sciences.

42. El Fajr El Jedid, July 17, 1976, p. 8.

The First of September Revolution has promoted the university, which formerly was composed of only a single faculty attended by 32 students, to 8 scientific and theoretical faculties grouping 4,652 students.

The university today counts 38 specialized classes, the number of graduates is 2,476.

Of the 4,652 students, 80% are Libyan Arabs, and 143 students belong to 13 foreign countries who benefit from grants.

The problem of the lack of teaching staff has been solved by the sending of 385 teachers abroad to permit them to acquire high specializations.

Special Education

43. The Petroleum Institute and the training of skilled personnel. El Fajr el Jedid, July 18, 1976, p. 3.

This institute was created in conformity with a decision made by the Council of Ministers in 1970.

The aims of the institute are:

- to train Libyan technicians in the different sectors of the petroleum industry;
- to carry out studies and scientific and technical research at the service of the petroleum specialties.

To achieve these aims, the direction of the institute has prepared a scientific and practical program which corresponds to the importance of the responsibilities it has, considering the evolution of techniques and facilities in the field.

44. El Fajr el Jedid, July 10, 1976, p. 2.

The article reports on the remedial classes set up for students of the primary and secondary schools, organized under the aegis of the General Syndicate of Teachers on the scale of the entire country.

The experience already gained from such sessions show that they are successful in all the regional sections, of which there are 10 throughout the country. One of the aims of the syndicate is to serve society, especially by organizing sessions for students who have not passed their first-session examinations.

Teacher Training

45. Session of political preparation for teachers of national subjects. What has it accomplished? El Fajr el Jedid, July 12, 1976, p. 3.

At the closing of the session of political preparation of the first group of teachers of national subjects, a session which was held over 10 days at the First of September School in the Tripoli sector, and which was attended by 350 teachers of the national programs, the newspaper interviewed the participants.

Such sessions give the participants a general idea of the first of September revolution, as they clarify the concepts contained in the "green book" and provide information as to what the revolution has achieved in the fields of development and human construction.

46. The first teachers' club. El Fajr el Jedid, August 24, 1976, p. 3.

The September Revolution fulfilled one of the hopes of teachers in promulgating law no. 48 of 1972, creating the first teachers' syndicate, working to safeguard the dignity of the teacher, the raising of the level of qualification of teachers, both scientifically, professionally, culturally and socially.

The teachers' clubs which are beginning to work in the inspections of the educational services in the republic are considered as a complement to the mission of the teacher and to the role of the syndicate in preparing the teacher and promoting him. The first club was founded in Tripoli. More than 400 teachers joined it during its first two years.

47. Training sessions for 1000 teachers. El Fajr el Jedid, August 24, 1976, p. 2.

In Benghazi, a decision was made to organize training programs for teachers of the primary cycle in all the teaching districts of the republic.

More than 1000 teachers are to attend such programs. The first was opened in Benghazi under the patronage of the Minister of Education. The participants are to attend conferences on the system of passing, school associations, parents' councils, difficulties of application of teaching methods, etc.

Agricultural Education

48. The Faculty of Agronomy and the new stage. El Fajr el Jedid, July 15, 1976, p. 3.

Measures have been taken to reinforce the orientation of the faculty towards an opening onto the society, a fact which will enable it to put all its capabilities at the service of the agricultural development programs, and which will enable farmers to become familiar with modern technology through observations in the field, on the faculty's farm.

In addition, the question of the professional trainig of students and their insertion into a series of positive experiments has been approached. The engineers representing the avant-garde of the agricultural workers and the hope of making conquests in the "battle for production", must be mobilized in rural environments, so as to influence the behavior of farmers in the fact of the evolution.

MOROCCO

Philosophy and Theory of Education

49. "En marge de la rentrée scolaire" (Notes on the new school year). L'Opinion, September 20, 1976, p. 1.

The aim of most educational policies in formerly colonized countries is certainly to train native workers, to take over from foreign administrators and technicians. Nonetheless the error committed by almost all such countries is to hope to precipitate the situation, and in this case what happens is that in seeking to gain as much time as possible, they sacrifice the quality of the skilled workers thus trained.

A vicious circle is then set up: Since the countries have not taken the time necessary to train their workers and to give them a sufficiently solid instruction, they are obliged to call in the technical and cultural assistance of foreign countries.

This phenomenon is particularly visible in Morocco, says the article, where for twenty years Morocco has been making the greatest sacrifices to consolidate its economic and political independence and its cultural autonomy, without succeeding in doing so.

Educational organization

50. "Clôture de l'année scolaire à la mission culturelle espagnole" (End of the school year at the Spanish cultural mission. L'Opinion, July 2, 1976. p. 6.

The school "Miguel de Cervantes" of Rabat, under the Spanish cultural mission in Morocco, has closed its school year. In the presence of members of the Spanish embassy in Rabat, of the director and teachers of the school, and of the parents and friends of all the students, general diplomas were awarded to the Moroccan and Spanish students who had finished their first-cycle studies, and who will now follow the courses of the Spanish polytechnical lycee in Tangiers.

51. "Errachidia: activités de la délégation provinciale de la jeunesse et des sports d'Errachidia au cours du premier semestre 1976" (Errachidia: activities of the provincial delegation of youth and sports of Errachidia during the first half of 1976). L'Opinion, July 16, 1976, p. 6.

In the socio-educational field, and more particularly the field of feminine activities, the staff is not sufficient to permit an enlargement of its activity, both in urban and in rural centers. For this purpose, a training period was organized in March 1976 for 24 newly-assigned teachers at which sewing, knitting, home economics and administration were taught.

52. "Remise des prix au laureats des olympiades mathématiques" (Awarding of prizes to the winners of the mathematics "olympics"). L'Opinion, August 2, 1976. p. 4.

The Rabat section of the Istiqlal youth organized a ceremony for the awarding of prizes to the winners of the mathematics olympics organized a little more than a month previously for the Istiqlal youth in accordance with a tradition which is now well established. The aim of the competition is to enable the young people of the Istiqlal party to show their capacities in mathematics, and to help the development of science in the country.

53. "Les études scientifiques vous intéressent-elles?" (Do scientific studies interest you?). L'Opinion, August 3, 1976, p. 7.

Scientific subjects have been taught in Morocco for a long time now. The article traces the history of this branch of instruction.

- 1940: Preparation of propadeutics in sciences at the Gourgaud lycee in Rabat.
- 1948: Preparation of the first certificates of higher education at the Center for Higher Scientific Studies
- 1954: Preparation of the "licence" (bachelor's degree) in sciences.
- 1958: The Faculty of Sciences replaces the center for higher studies and affirms from the outset its national character by an increase in the numbers of Moroccan students admitted, and by an effort to adapt to and integrate into higher education.

54. "Fixation officielle des prix de fournitures scolaires" (Official setting of the prices of school supplies). L'Opinion, August 28, 1976, p. 5.

Every year, the official list of the prices of certain school supplies is published, and every year the price of the new school year is higher.

Numerous parents have pointed out that the official list of prices is considered as invalid by most merchants, who when asked say that they do not have the brands listed. The parents therefore propose the creation of an allocation for the beginning of the school year, as is done in other countries, the creation of a purchasing central in each city, and the distribution of school supplies at the schools.

Educational Organization - Vocational Education

55. "Cérémonie de remise de diplomes aux laureats du C.F.P.F.H. de Rabat". (Graduation ceremony at the C.F.P.F.H. of Rabat). L'Opinion, July 4, 1976, p. 3.

This article reports on the graduation ceremony at the Center for Women's Vocational Training in the Hotel Trade. The number of graduates who will be assuming posts in the different hotels of Morocco this year is 22.

56. "Concours d'entrée au Centre de formation inter-regies" (Competition for admission to the "Inter-regies" training center). L'Opinion, July 9, 1977, p. 3.

The center organized an admission competition in several cities of the country, with a view to the training of technicians of different specialties in a two-year cycle of studies.

The candidates must be of Moroccan nationality, at least eighteen years old, physically apt, and having the equivalent of the seventh year of secondary school in mathematics or sciences.

57. "Motions de l'Union nationale des anciens élèves des écoles hôtelières du Maroc" (Motions of the national union of former students of the hotel schools of Morocco). L'Opinion, July 25, 1976, p. 2.

Following a congress held by this union, the committees adopted a motion concerning hotel and tourist instruction and training. All graduates of the hotel schools should have the possibility of continuing their studies and of following the international developments in the profession.

- The methods and structures of the hotel schools should be reconsidered so that they meet the real needs of the profession.

- All graduates of hotel schools should be able to finish their training through international programs.

58. "Cérémonie de remise des diplômes aux lauréats des instituts et centres de formation professionnelle" (Diploma-granting ceremony for the graduates of the vocational training institutes and centers). L'Opinion, July 30, 1976, p. 7.

At the graduation ceremony for students of the vocational training institutes and centers the minister of labor and social affairs pointed out that the enrollment in the vocational training schools has reached 3,500 trainees, or a progression of 25% in comparison with the preceding year.

59. "Avis de concours" (Notice of competition). L'Opinion, August 19, 1976, p. 3.

The Ministry of the Interior organized a competitive examination for admission to the center for the training of technical staff in Casablanca, with a view to training of designers and works conductors.

The candidates accepted will follow a study cycle of at least one year, during which they will benefit from a grant of 276 DH per month.

60. "Prochaine réalisation d'un centre de formation professionnelle pour les arriérés mentaux" (Soon to be built, a center for the vocational training of the mentally retarded). L'Opinion, August 31, 1976, p. 6.

A vocational training center for the mentally retarded and the physically handicapped is to be created soon in Casablanca.

The project is to be accomplished by the Medical-Pedagogical Center of Casablanca, and its chief aim is to make it possible for the mentally and physically handicapped to acquire a profession and techniques which will provide them with a means of earning a living.

Educational Organization - Higher Education

61. "La promotion 'Al Massina El Khadra' de l'Ecole des cadres satisfaites de son séjour en France" (The graduating class "Al Massina El Khadra" of the School of Administration satisfied with its stay in France).
L'Opinion, July 28, 1976, p. 2.

Some thirty future administrative authorities have just finished their studies at the Administration School of Kenitra, and have effected a 20-day stay in France. Led by the director of the school, they visited certain French cities and their town halls, especially Paris and region, the new towns of La Défense and Creteil, Dijon and Lyon;.
The aim of the trip was to study French administrative organization, agricultural-industrial accomplishments, and the problem of urbanism in France.

62. "Une promotion de 101 ingénieurs et 47 techniciens" (A graduating class of 101 engineers and 47 technicians). L'Opinion, July 31, 1976, p. 7.

The graduating class of the Hassen II Agronomic and Veterinary Institute includes 41 engineers in agronomy, 11 veterinary doctors, 17 applied engineers in rural works, 18 applied engineers in topography, 14 applied engineers in food technology, 32 assistant agents for land conservation and 15 assistant agricultural technicians.

63. "Institut supérieur de commerce et d'administration des entreprises. Cycle de formation continue" (Higher Institue of Commerce and Business Administration. Cycle of continuous training). L'Opinion, August 26, 1976, p. 2.

After the normal cycle and the higher cycle, the Institute is now organizing a cycle of continuous training.

The cycle is open to candidates holding higher diplomas and to administrators in public and private firms.

The aim of the cycle is to favor the acquisition of knowledge related to the new developments in management techniques and methods.

Special Education

64. "Avis de recrutement B.R.P.M." (Notice of recruitment B.R.P.M.). L'Opinion, August 23, 1976, p. 3.

So as to build up the third graduating class of the mechanics of its school for mastery in drilling, the B.R.P.M. is recruiting young people, preferably with 2 or 3 years of experience in mechanics, to make chief boring mechanics of them.

The training programs are remunerated, the situation is stable, and promotion will be rapid for the best candidates, who will be selected by examination.

65. "Bacheliers de toutes les régions du Maroc êtes-vous intéressés par l'Ecole nationale forestière" (Baccalaureate-holders of all regions of Morocco — does the National Forestry School interest you?). L'Opinion, August 25, 1976, p. 8.

Created in 1968, the National forestry school for engineers, at Sale, was provided with an initial fund by the United Nations and the F.A.O.

The training of water and forest engineers lasts 4 years. The instruction is oriented in large part towards field training.

66. "Avis d'admission à l'Institut de formation des cadres de la jeunesse et de sports" (Notice of admission to the Institute for the training of youth and sports leaders). L'Opinion, September 25, 1976, p. 2.

Candidates with the baccalaureate or an equivalent diploma, and candidates with the level of the seventh year of secondary school may apply for this institute. They will attend a two-year training period, at the end of which graduates will be awarded the diploma of Assistant technical and pedagogical councillor.

Agricultural Education

67. "L'Ecole nationale d'agriculture. 49 lauréats cette année" (National School of Agriculture. 49 graduates this year). L'Opinion, August 3, 1976, p. 8.

In a speech at the graduation ceremony of the National School of Agriculture, the Minister of Agriculture and Agrarian Reform emphasized in a speech the great interest accorded the school since independence by the Kings of Morocco, an interest which makes it possible for the institution to train skilled agricultural workers.

68. "Concours d'entrée aux centres de formation d'agents techniques agricoles" (Entrance competition for the centers of the training of agricultural agents). L'Opinion, August 7, 1976, p. 8.

This article gives the terms for admission to the centers.

69. "Jeunes lycéens voulez-vous avoir accès à l'Ecole nationale d'agriculture de Meknès" (Young lycee graduates. Would you like to attend the National School of Agriculture of Meknes). L'Opinion, August 23, 1976, p. 6.

Studies at this school lead to the diploma of agricultural engineer. There are numerous possibilities of employment for graduates, in both the public and private sectors.

The course of studies lasts four years, including a preparatory year common to all higher agricultural disciplines.

Admission to the school is competitive.

TUNISIA

Philosophy and Theory of Education

70. "Attention aux dangers des devoirs de vacances" (Attention to the dangers of vacation homework). Le Temps, August 4, 1976, p. 15.

This article points out that in order for vacation time to be enriching for the child, much should be done without filling up notebook pages. The child needs, rather, during his vacation, air, sun, space and freedom. He also needs a little isolation, a small personal corner where he can play, read, meditate, in a word, "be alone."

Unlike the school period, vacation time is a time when programming, and if possible all constraints, should be avoided. It has been proven that fantasy (in moderation) is a stimulant which enables the child to confront the school year with the best chances for success.

71. "Mzali à la Castarab à Rabat" (Mzali at the Castarab in Rabat). Le Temps, August 18, 1976, p. 3.

The Tunisian minister of education gave a speech before the participants in the conference on the application of science and technology in the Arab countries (CASTARAB), in which he spoke of Tunisia's efforts to master the methods of science and technology.

These efforts are, he emphasized, reflected in the country's educational policy, which has given the positive results illustrated by the following figures:

- the number of students in vocational education rose from 18,420 in 1972 to 34,352 in 1976;
- the number of students in the mathematics-sciences section rose, in the same period, from 22,702 to 30,143;
- the number of students in the mathematics-technical section went from 9,668 to 12,022.

72. "M. Mohamed Mzali préside une réunion du comité d'organisation du séminaire des instructeurs" (Mohamed Mzali presides over a meeting of the committee organizing the teachers' seminar). L'Action, September 16, 1976, p. 2.

On this occasion, the Tunisian minister of education defined the aims of basic education, i.e. primary school instruction, indicating that this cycle should be an autonomous order designed to prepare the child for an active life by providing him with a general education of the mind, the feelings and the body. This can be accomplished only if the educational dimension of the basic education is reestablished in such a way that its content can contribute to the child's integration into his environment, developing in him the principles of a civic and artistic education and initiating him into manual work.

Educational Organization

73. "Conférence de M. Mohamed Mzali sur le bilan scolaire" (Conference by Mohamed Mzali on school results). La Presse, July 2, 1976, p. 4.

In a press conference the Tunisian minister of education first gave figures concerning the results of the examinations in the various cycles of education: for entrance to the first year of secondary education, the number of candidates was 168,798, whereas in 1975 it was only 159, 501.
The results gave 44,563 candidates passing, or a percentage of 26.48.

For the baccalaureate, the results of the 1975-76 year show that the number of baccalaureate-holders will exceed that of 1974-75 by 49.50 to 50.08%.

74. "Le Chef de l'Etat cloture l'année scolaire et universitaire" (The President closes the school and university year). L'Action, July 6, 1976, p. 4.

The generation of students graduating today is undoubtedly, says the article, one which should be a source of pride. But the care taken in ensuring educational quantity should not be exercised at the expense of quality.

The best characteristic of true education is its capacity to adapt its methods to the content it must assume, and to proceed to a critical analysis with a view to planning and correcting educational programs.

75. "Clôture de l'année scolaire et universitaire" (The closing of the school and university year). Le Temps, July 6, 1976, p. 4.

President Bourguiba attended the Faculty of Letters to preside over the "Day of Knowledge" and the closing of the 1975-76 university year. On this occasion, he gave a speech in which, among other things, he recalled the promotion of education since independence. He recommended that the school be made an establishment which is open onto the daily and national reality. He also expressed the hope that the skilled graduates will refresh their education periodically so that they may continue to keep up with new developments.

76. "Presidant la journée du savoir. Bourguiba: des résultats encourageants" (Presiding over the Day of Knowledge. Bourguiba: encouraging results). La Presse, July 6, 1976, p. 5.

The results already obtained are encouraging; the percentage of students in the scientific and technical sections is consistently increasing. In the letters section, on the other hand, which for long was overcrowded, the percentage is now dropping steadily.
Thus the number of letters students, which in 1973 was on the order of 14,725, has dropped to 10,517, while that of science students has risen from 48,194 in 1973 to 52,820 in 1976.

77. "M. Belhaj Amor à Béja" (Mr. Belhaj in Beja). Le Temps, July 25, 1976, p. 4.

The minister responsible for relations with the National Assembly, Belhaj Amor, presided over the opening of the regional students' conference of Beja.

He gave a speech on this occasion in which he stated that the aim of the country's educational policy is to achieve effectiveness, and a balance between education and employment, in the primary, secondary and higher levels. In this aim, the government has chosen to orient the students in higher education

78. "Conférence de presse de M. Mohamed Mzali sur la mise en application de la réforme de l'orientation" (Press conference by Mohamed Mzali concerning the application of the reform in orientation). La Presse, August 13, 1976, p. 5.

The minister recalled that during his last press conference he had announced the reform of the orientation of baccalaureate-holders in the first year of higher education.

The orientation should, taking into consideration the candidates' aptitudes, enable them to succeed normally in their studies.

The aim of the reform is to guarantee all baccalaureate-holders the right of pursuing their studies. It also aims at ensuring for each new enrollment a maximum chance of success. The reform institutes a decentralization in the payment of grants. It is attempting, finally, to correct imbalances observed in the distribution of secondary school graduates by specialties.

79. "Préparatifs de la rentrée scolaire et universitaire" (Preparations for the new secondary school and university year). L'Action, September 7, 1976, p. 2.

Mohamed Sayah, delegate minister to the prime minister, and Mohamed Mzali, minister of education, presided over a meeting with the general secretaries of the committees of coordination devoted to the new academic year.

Defining the role of the regional and local structures of the party in the universalization of education, Mr. Mzali indicated that they should see to it that equality between the sexes is complete and final on the levels of education and of training.

With respect to orientation, the minister emphasized the fact that this choice was dictated by three interdependent factors -- the interest of the student, the capacities of the establishments of higher education, and the subsequent job possibilities.

80. "La rentrée scolaire chez les libraires" (The new school year in the bookstores). La Presse, September 11, 1976, p. 2.

The bookstores, says the article, will soon be living their longest days. Their "hot month" is fast approaching, as the race for school supplies will soon begin. The article describes the differing attitudes of parents, students and bookstore owners towards this period of the year.

81. "Une rentrée des réformes (A school year of reforms). L'Action, September 15, 1976, p. 3.

The school year begins this year on September 20. On that date, over one million students will return to the schools and lycees, to begin a year which will differ from the others, in that it is beginning under the sign of reform.

Primary education, at the same time that it must prepare children for secondary education, should also, under the new formula, concern itself with the fate of those who fail; for the integration of these students, preapprenticeship cycles have been planned.

In addition to the six years of ordinary primary studies, the new formula provides three additional years (two possible years of repetition and one exceptional year) to discover the manual and practical potentials of those adolescents who are not greatly interested in theoretical education.

82. "En marge de la rentrée scolaire 1976. Les libraires" (Note on the new 1976 school year. The bookstores). L'Action, September 15, 1976, p. 13.

The efforts made on a governmental scale to facilitate the new school year include putting at the disposal of the students all the texts and supplies necessary. Since the beginning of August, the bookstores have been stocking the supplies necessary to satisfy the needs of the 1,200,000 young Tunisians returning to school.

83. "Ministère de l'éducation nationale. Direction des programmes" (Ministry of education. Bureau of programs). Journal Officiel de la République Tunisienne, September 17-21, 1976, p. 2229.

Decree no. 76-829 of September 13, 1976.
creates a bureau of programs in the ministry of education.

Among its responsibilities are:

- coordination in the definition of the aims to be achieved in all three levels of education, in conformity with the educational policy;
- conceiving and developing the programs and schedules of education;
- coordinating educational reforms;
- checking the drawing up of new means;
- any other missions which may be assigned it by the minister of education.

84. "M. Mzali à la réunion des cadres de l'enseignement de Monastir: Pour la réussite de l'arabisation" (Mr. Mzali at the meeting of the educational authorities of Monastir: For the success of Arabization). La Presse, September 19, 1976, p. 6.

Mr. Mzali, minister of education, presided over a work session in Monastir devoted to studying the preparations for the next school and university year.

Concerning the Arabization of the teaching of philosophy, history and geography, Mr. Mzali emphasized that enthusiasm on the part of teachers and educators is necessary for the success of this undertaking. The manuals and documents for the programs of these Arabized disciplines will prepare during the first half of October, he said.

Lastly, he called on the teachers to work to make the Arabization of the programs of the second year of primary school work.

Educational Organization - Primary Education

85. "Les établissement primaires de la délégation de Bou-Salem accueillent plus de 11,000 élèves" (The primary schools of the delegation of Bou-Salem receive over 11,000 pupils). L'Action, September 24, 1976, p. 4.

On the occasion of the beginning of the new school year, the local bureau of the Tunisian Organization for Education and the Family organized a conference at which it was revealed that all possible measures had been taken to facilitate the beginning of this school year.

In the same context, says the article, it should be noted that over 11,000 pupils will enter primary school classes in the delegation of Bou-Salem. This represents an increase of 1,250 students over the past year.

For secondary education, the lycee of Bou-Salem will be attended by 1,000 students this year, or 150 more than last year. To handle this increase, new pedagogical classes have been planned, and 46 secondary school teachers have been assigned to the school.

Educational Organization - Secondary Education

86. "Comment se fait l'orientation" (How the orientation works). Le Temps, July 2, 1976, p. 4.

Those who have passed the baccalaureate examination this year will enter the faculties of the university of Tunis and the faculties of Sfax and Sousse, as well as the different higher institutions and schools in accordance with the newly instituted method of orientation.

The principle of the orientation is as follows:
The choice of the candidate: the choice will be expressed by the bacclaureate on a card marked with ten squares corresponding to ten possible choices of specialization, which the student will put in the order of his preference.

Criteria for admission: These criteria have been established as a function of the pedagogical requirements of each institution or specialization. Account will be taken, in the orientation, of the marks obtained on the baccalaureate examination in the specific subjects which are considered necessary for the studies chosen; of the general average on the baccalaureate examination; and of the general average obtained in the seventh year of secondary school.

Educational Organization - Higher Education

87. "Les cycles d'études de l'Université d'été" (The cycles of study of the Summer Unviersity). La Presse, July 27, 1976, p. 5.

The study cycles of the summer university organized this year by the Destour party for students of secondary schools and for those just completing their baccalaureate examinations began yesterday.

This is the first time that training programs have been organized within the framework of a summer university. Distributed over several centers, each of these programs includes a cycle of studies spread out over one week and bearing on subjects touching on the party and its philosophy, the social economic policy, the educational policy, foreign policy, and the organization of student life.

Special Education

88. "L'animation théatrale" (Theater organization). Le Temps, July 2, 1976, p. 22.

In 1962 the Center for Dramatic Art began to train young people for the theater. Some of these students devoted themselves to acting, others to directing; most, however, were assigned as organizers in various lycees of the republic. This amounts to saying that the theater division opted for the initiation into the theater of a new public, that of the young generations. This has not, however, prevented protests against these new "flying" teachers who, according to their critics, "invade" the lycees claiming to give courses which are on a level with other courses, when in reality they do no more than disturb the educational process. This attitude illustrates the lack of comprehension from which these teachers have suffered. Not only has their task been ill regarded, but in addition they themselves have been infected by this attitude.

89. "Stage de formation des sages-femmes" (Training program for midwives). L'Action, July 18, 1976, p. 6.

Mr. Mezri Chekir, president of the National Bureau for Family Planning and the Population, presided over the opening of a period of training organized for the candidates who received the midwives' diploma in July 1976.

The training program was attended by some twenty midwives, who were given complementary training and instruction in the field of birth control.

Teacher Training

90. "Ecole normale supérieure de la jeunesse et des sports" (The higher normal school for youth and sports). La Presse, July 1, 1976, p. 13.

The training to be dispensed at this school will be spread out over four years. The first two years, constituting the first cycle, will be devoted to a polyvalent training which is of such a nature as to enrich them, at the same time aiding them for their future orientation — intellectual and scientific subjects, social and cultural activities, sports techniques, etc., will all be part of the program.

At the end of the first cycle, the student can choose a career as a teacher of physical education, or as a socio-cultural "organizer." During the second two-year cycle, the student will be given an oriented training as follows:

30% of their time will be devoted to scientific, intellectual and pedagogical subjects;

50% will be devoted to physical education or socio-cultural studies and to more thorough techniques;

20% of their time will be devoted either to socio-cultural organization (for physical education teachers), or to sports (for the socio-cultural organizers).

91. "La mission de l'éducateur" (The educator's mission). La Presse, August 12, 1976, p. 6.

Mohamed Sayah, director of the Destour Party, presided over the closing of the works of the committees of the educators' seminar held in Sousse in August.

He defined the role of the educator in the training of the coming generations. Among other things, he emphasized the necessity of inculcating in young people the feeling of pride they should derive from belonging to their party. He recommended that more interest be paid to the teaching of the history of the national movement to students in the primary schools, so that they will remain deeply attached to the party thus immune to destructive currents.

Teaching Methods and Aims

92. "Un manuel scientifique en arabe" (A scientific manual in Arabic). Le Temps, July 24, 1976, p. 12.

"The guide to mathematics, the physical sciences and chemistry" is the title of a publication which appeared recently, prepared in Arabic by certain professors at the university.

This manual, designed for students in the first year of the biology option, section of general mathematics, is an event in the history of Tubisian education. It is, in fact, the first link in a chain of publications which will enter into the framework of the Arabization of scientific and medical education in Tunisia.

93. "Fonds d'encouragement" (A fund for encouragement). Journal Officiel de la République Tunisienne, September 24-28, 1976, p. 2271.

Decree no. 76-845 of September 23, 1976, creates a fund for the encouragement of pedagogical production in the National Pedagogical Center.

The purpose of the fund is to promote pedagogical production by instituting prizes called "prizes of pedagogical production" which will be alloted to those winning competitions organized by the Ministry of Education to encourage the preparation of school manuals and didactic instruments.

Agricultural Education

94. "L'agriculture est une activité moderne qui honore les promotions des lycées agricoles" (Agriculture is a modern activity which does honor to the graduating classes of the agricultural high schools). L'Action, July 2, 1976, p. 4.

In Jendouba, the minister of agriculture has laid the first stone for a group of 70 residences designed for the workers of the Agro-combinat. In a speech which he then gave, he emphasized the necessity of changing people's attitudes and of considering agriculture as a modern activity, which does honor to the classes graduating from the agricultural lycees. The ministry of agriculture has, he announced, decided to create an institute for higher studies in Kef, to train skilled agricultural workers and agronomic engineers. This should, he said, encourage the students of agricultural establishments to increase their efforts to make agriculture more modern, and thereby to contribute to the development of the country.

LIST OF PERIODICAL SOURCES

El Moudjahid - Algiers

Journal Officiel de la République Algérienne - Algiers

El Fejr el Jedid - Libya

Cultural Week - Libya

L'Opinion - Rabat

Le Temps - Tunis

L'Action - Tunis

La Presse - Tunis

Journal Officiel de la République Tunisienne - Tunis